

Educational Support Services Handbook

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Delta Christian School
4789 53 St
Delta, BC V4K 2Y9
office@deltachristianschool.org

Contents

Topic	Page
Policy.....	2
Educational Support Services (ESS).....	3-4
MoE Special Education Categories.....	5
School-Based Team (SBT).....	6
Referral Process.....	6-7
.....	
Multi-Tiered System of Support (MTSS).....	8-9
Individual Education Plan (IEP).....	10
Learning Support Pan (LSP)	10
Grade and Class Placement.....	11
Transitions.....	11
The ESS Coordinator	12
The Educational Assistant (EA).....	13
 Appendices	
A. Positive Behaviour Support Plan template.....	14-15
B. Safety Plan template.....	16-17
C. Annual Instructional Plan (AIP) template.....	18-19
D. ESS Program Referral form.....	20-21
E. Parent Consent for ESS form.....	22
F. Individual Education Plan (IEP) template.....	23-24
G. Learning Support Plan (LSP) template.....	25
H. Preschool Student Evaluation form.....	26-27
I. Transition Planning Notes form.....	28

Policy

Romans 12:5-6 "... so in Christ we who are many form one body, and each member belongs to all the others. ⁶We have different gifts, according to the grace given us."

Delta Christian School (DCS) understands that every child is a unique individual in the body of Christ. We use an inclusive model to meet the needs of diverse learners in our school. All special needs students will be integrated into regular classrooms at DCS. Students who have special needs, as defined by the BC Ministry of Education (MoE), are those students who have a disability of an intellectual, physical, sensory, emotional or behavioural nature, or who have a learning disability or have exceptional gifts or talents. All children will be educated in the regular school environment to the greatest extent possible with appropriate supports and accommodations in place.

In order to carry out successful Educational Support Services, DCS requires:

- multiple layers of support involving both the school and community agencies, when appropriate
- curricular adaptations and modifications on an individual basis
- organizational structures based upon collaborative decision-making
- an environment which will effectively meet the students' best interests socially, emotionally, behaviourally, physically, and educationally
- strong home-school partnerships

In some situations, Delta Christian School may not be able to provide adequate educational support or programming for a student whose learning, behavioural, medical, or social-emotional needs are best met in a specialized setting such as a school district Resource Room, or a special education independent school.

Educational Support Services (ESS)

The **Educational Support Services (ESS)** department is led by Coordinators with training and expertise in Special Education. ESS includes both the Special Education and Learning Assistance programs. The ESS Coordinators follow the BC Ministry of Education's document *Special Education Services: A Manual of Policies, Procedures and Guidelines*. Many students are on the ESS caseload. The caseload includes students who meet criteria as special needs students by the Ministry of Education, as well as students who have not met criteria but who require additional supports at school in order to be successful.

Special Education Program (Sped): Sped services are provided by a specialist teacher and Educational Assistants (EA's), both inside and outside the classroom. The teacher and EA collaborate with and support the classroom teachers. Special needs students have cognitive, behavioural, emotional, health, and/or physical needs that impact their learning. These students meet specific criteria set by the BC Ministry of Education (MoE) for designation in a particular special education category. In almost all cases, a diagnosis given by a qualified professional is required. Sped students' programs will be adapted and/or modified. The Sped program manages students in categories A – H, K, and R. Other students supported by the Special Education program are those whose needs are significant, but who do not meet criteria for designation. Many Sped students will also receive the services of the Learning Assistance program. Students with a MoE special education designation will be placed on an Individual Education Plan (IEP). Those who do not meet the criteria for a special education category designation will be placed on a Learning Support Plan (LSP). IEP's and LSP's are explained later in this document.

- **Behavioural:** There are students who require support due to behavioural difficulties. These difficulties may include mental health issues, such as anxiety or self-injurious behaviours, or medical issues such as ADHD, or social difficulties, or oppositional defiance disorder, etc. These students may or may not have a diagnosis and therefore may or may not have a MoE designation. Some students require a Positive Behaviour Support Plan and/or a Safety Plan (see **Appendices A and B**). A Positive Behaviour Support Plan is required when a child has behavioural difficulty such that it interferes with their own or their classmates' learning. A Safety Plan is required if there is a potential risk of the student injuring another person within the school. A student may be sent home following an incident involving physical harm, or the necessity for physical restraint. The Society of Christian Schools of BC has provided DCS with a binder of materials titled *Guidelines for the Progressive Intervention of Behaviour*. DCS also follows the manual titled *Physical Restraint and Seclusion - Policy, Procedures, and Guidelines*.

Learning Assistance Program (LA): LA services are provided by a specialist teacher and by Educational Assistants (EA's). Students who require additional academic support due to learning disabilities, emotional issues, ADHD, giftedness, low proficiency in English, or other academic learning needs are given support within the classroom and/or they are given support in the Learning Assistance Centre on a pull-out schedule. During pull-out times, students receive one-to-one or small group direct instruction in basic academic skills, and/or homework support. The LA teacher and EA's work collaboratively with and support the classroom teachers. Students receiving LA services are those in categories K, P, Q and R, as well as English language learners (ELL), and others requiring learning support but who do not qualify for a MoE designation. Students with a MoE special education designation will be placed on an Individual Education Plan (IEP). Those who do not meet the criteria for a special education category designation will be placed on a Learning Support Plan (LSP). IEP's and LSP's are explained later in this document.

- **English Language Learners (ELL):** Students must meet a minimum level of English competency to be considered for enrolment. It is preferred that ELL students have at least one year of exposure to English before enrolling at DCS. DCS does not employ an ELL specialist teacher; however, ELL students are provided some support within the Learning Assistance program. ELL students are expected to enlist a private tutor to provide English programming outside of the school day. The Learning Assistance teacher assesses each ELL student's level of English, and may, to a limited extent, provide regular language instruction and homework support. An Annual Instructional Plan (see **Appendix C**) noting the student's assessment results and goals for the year will be written by the Learning Assistance teacher.
- **Enrichment:** Every effort is made to differentiate a gifted or advanced student's learning within the classroom. A gifted or advanced student may additionally receive enrichment activities through the Learning Assistance program. A student who is determined to be a gifted learner will have an IEP and a Category P designation.

Ministry of Education Special Education Categories

Funded

Level 1

- A Physically Dependent
- B Deaf/Blind

Level 2

- C Moderate to Profound Intellectual Disability
- D Physical Disability or Chronic Health Impairment
- E Visual Impairment
- F Deaf or Hard of Hearing
- G Autism

Level 3

- H Intensive Behav Interven/Serious Mental Illness

Unfunded

- K Mild Intellectual Disability
- P Gifted
- Q Learning Disability
- R Moderate Behaviour Support/ Moderate Mental Illness

The special education grants are received by the school directly from the Ministry of Education. This supplemental funding is used at the discretion of the ESS department. Supplemental funding covers only a portion of the actual cost to run the ESS programs. The department and administrators endeavour to be careful financial stewards so that DCS students can be supported to the greatest extent possible. The parent/guardian is given the opportunity to contribute financially to the costs of specialist services; this can be done through the family's extended benefits, government programs, grants, or personal donation to DCS.

The department is subject to MoE audit. All students claimed must meet the specific provincial eligibility criteria for the funding category claimed as outlined in the *Special Education Services: A Manual of Policies, Procedures and Guidelines* and the *Special Education Services: Category Checklist*.

Students claimed for special education funding must be receiving an additional service which:

- is over and above the regular educational program
- is clearly identifiable as a Special Education Program or service; and,
- requires additional expenditures on the part of the school.

Even though a student may have a diagnosis that causes them to require special education support at one time, their condition may change such that they no longer require supports more than a typical student. Once the student becomes an independent learner and no longer meets the criteria for a special education category designation, the student will become "de-listed" from the 1701 Special Education Designation list, and consequently, if they had been in a funded category, will no longer receive supplemental grant funding.

A student can only be assigned one MoE designation, even though they may have more than one diagnosis and area of need. The area of greatest need determines the category, but the IEP can address goals related to the secondary category (e.g., a student who is gifted and learning disabled will be given a Q designation, but there can exist an IEP goal to accelerate in a part of the curriculum to address the area of giftedness).

School-Based Team

The School-Based Team (SBT) is “an ongoing team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with special needs within the school” (Special Education Services: A Manual of Policies, Procedures and Guidelines - 2016). The SBT typically includes the principal or assistant principal, learning resource teachers, ESS Coordinators, classroom teacher, and school-based or private specialists when appropriate. A separate, additional meeting may include the EA, parent/guardian, and family advocate. The SBT serves students requiring Tier 2 or Tier 3 interventions; tiers are explained later in this document.

Referral Process

Admissions

In order to help identify newly enrolling students to DCS who may require support, the initial application forms contain questions pertaining to language, learning, medical, and behavioural needs. Every child’s application for admission must be complete and signed. The withholding of information that affects a child’s education may delay the application process or cause the application to be denied.

Potential families who wish to apply for their child with special learning needs must first go through the regular DCS application process and interview with the school administration. Upon recommendation by the administrator, families must:

- 1) provide appropriate documentation of any previous assessments, diagnosis or specialist reports
- 2) permit the ESS Coordinator to observe the student at his/her present school, as well as discuss the student with the appropriate professionals
- 3) meet with the ESS Coordinator to discuss the student’s learning needs and which services DCS can or cannot provide

DCS considers class size, class composition, and available supports and services when reviewing a special needs student’s application for enrolment.

Students must meet a minimum level of English competency to be considered for enrolment. It is preferred that ELL students have at least one year of exposure to English before enrolling at DCS.

Current students

When there is evidence that a DCS student is experiencing learning problems, or other extraordinary needs, the classroom teacher will fill out a referral form (see **Appendix D**) and discuss it with an ESS Coordinator. The ESS Coordinator will conduct a file review and observation of the student prior to a SBT meeting. The parent/guardian will be informed by the ESS Coordinator that their child will be discussed at a SBT meeting. Following the SBT meeting, the ESS Coordinator will communicate the outcome with the parent/guardian.

If ESS services are advised, the parent/guardian will be provided with a consent form (see **Appendix E**). Students with academic learning needs will typically receive pull out programming through the learning assistance program. There will be additional consent forms required if other services are recommended. The services of a specialist(s) such as a psychologist, medical doctor, occupational therapist, speech-language pathologist, behaviour consultant, counsellor, etc. may be recommended. DCS contracts with a limited number of specialists, but can refer to outside private specialists, as needed.

Consent forms are required every school year.

A parent/guardian can request that their child be brought forward to the SBT.

Multi-Tiered System of Support

Multi-Tiered System of Support (MTSS) is a framework consisting of three tiers that target a different level of need among students. **Response to Intervention (RTI)** is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning or difficulty with behaviours. RTI utilizes early intervention, frequent measures of progress, and intensive research-based instructional interventions for children who continue to have difficulty. RTI implements the MTSS.

Academic systems

TIER THREE

- Individual students
- Assessment-based
- High intensity

TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

TIER ONE

- All students
- Preventive, proactive

Behavioural systems

TIER THREE

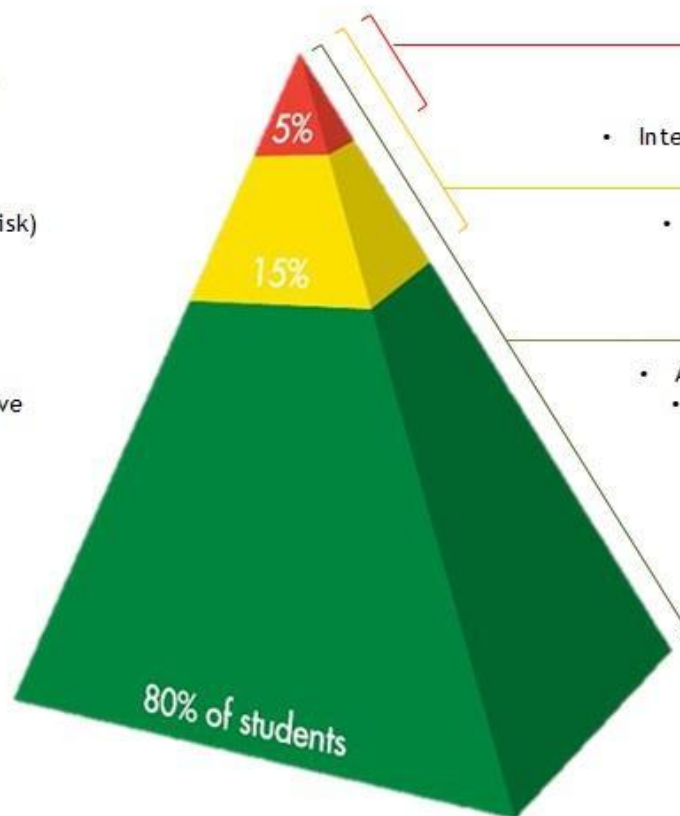
- Individual students
- Assessment-based
- Intense, durable procedures

TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

TIER ONE

- All settings, all students
- Preventive, proactive



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Tier 1: Whole class

Approximately 80-90% of students should succeed in a classroom with differentiated instruction, research-based skill practice, and effective teaching strategies from the classroom teacher. All students in a classroom receive Tier 1 interventions. Tier 1 involves the classroom teacher, parent/guardian, and student. If the teacher has a concern about learning or behaviour, they will observe and discuss the concerns with the student and with the parent/guardian. The teacher identifies and uses strategies to support the student.

Tier 1 strategies include:

- preferential seating
- re-teaching, repetition
- movement breaks
- extra time
- external organization
- regular communication with parent/guardian

Tier 2: Small group interventions

Approximately 15-20% of students require Tier 2 interventions. After attempting various strategies, including consulting and problem solving with the parent/guardian, the teacher or parent/guardian may bring forward a student to the School-Based Team. The SBT will assist the teacher in the process of analyzing the student's difficulties and choosing strategies and determining next steps. Parents will be notified when the initial SBT meeting will take place. These students benefit most from instruction in small groups delivered through collaboration between the classroom teacher, ESS Coordinator, and learning support teacher. A classroom EA will also likely work with the student. A Learning Support Plan or Individual Education Plan will be in place.

Tier 3: One-on-one support

Approximately 1- 5% of students will require Tier 3 interventions, which are much longer and intensive. These children have significant delays in their skill development and require additional specialized assistance, often outside the regular classroom. Assessment is frequent and ongoing. These students typically require a great deal of EA support as well as direct specialist services, such as from a psychologist, behaviour consultant, speech-language pathologist, etc. An Individual Education Plan will be in place, and other plans such as a Safety Plan or Behaviour Plan may also be in place.

Individual Education Plan

An Individual Education Plan (IEP) will be developed for any student who meets the criteria for designation in a MoE special education category. These students require significant adaptations to methods of instruction, methods of assessment or instructional materials, or their learning outcomes have been modified. IEP's will be developed as soon as practical upon qualification, and will be reviewed at least once per school year. The parent/guardian will be invited to contribute to the development of an IEP, and will sign the Ministry's form called *Special Education Funding: Parent/Guardian Consent*. If appropriate, the student may also be invited to participate in the development or review of their IEP (see **Appendix G**).

What is included in an IEP?

Must include:

- the goals set for the student for that school year where they are different from the learning outcomes set out in the regular educational program
- the list of support services required to achieve the goals
- a list of adaptations

Should include:

- present levels of performance
- setting where the program is to be provided
- names of all personnel who will provide the educational program & the support services
- the period of time and the process for review of the IEP
- evidence of review and tracking of achievement of goals

Learning Support Plan

A Learning Support Plan (LSP) is a less formal document than an IEP (see **Appendix G**). An LSP is provided for those students who require additional support from the ESS department but who do not meet criteria for designation in a MoE special needs category. The LSP is developed by the teacher(s) and Coordinator. Meetings between staff and parents/guardians are held as needed.

Grade and Class Placement

There are occasions when a parent/guardian requests that their child not be placed with their same-aged classmates, but rather be retained or be advanced. It may also be recommended by school staff that a child be retained or advanced. Each case is carefully considered and a meeting(s) is held with the parents/guardians, principal, Coordinator, and classroom teacher. A psycho-educational assessment and the recommendation of that assessor to either retain or advance are required in most cases. It is preferred that a student has at least a 2-year history with DCS before a decision about grade advancement or retention is made.

DCS considers class size, class composition, and available supports and services when reviewing student applications for initial enrolment, or for placing current ESS-supported students in a particular class.

Transitions

Preschool to Kindergarten: The Coordinator is available to discuss concerns, conduct file reviews, and complete preschool observation of those children who may require support in kindergarten. The Coordinator attends the Kindergarten Orientation in the spring at DCS in order to observe all new kindergartners. The Coordinator also gains information about new kindergartners from a questionnaire (see **Appendix H**) that is emailed to the child's preschool or daycare, with parent/guardian permission. Parents/guardians are also expected to complete additional questionnaires about the child prior to September entry.

Grade 7 to grade 8: The Coordinator and grade 7 teacher(s) ensure that a student's information, including the IEP, is given to the in-taking school at the earliest convenience. The Coordinator may speak to the high school counsellor, ESS Coordinator, and school psychologist. Additionally, the Coordinator and/or EA may accompany a student to the new school in May or June to help them begin to transition.

Grade to grade at DCS: Prior to the start of a new school year, the current classroom teacher and the Coordinator share important relevant information about the ESS students with the in-taking teacher. Classroom teachers fill out Transition Forms (see **Appendix I**) for these students to give to the in-taking teacher. Meetings will be held, as needed, to further discuss student strengths and needs.

The ESS Coordinator

Qualifications:

- holds certification necessary to teach in public or independent schools in BC
- has successful classroom teaching experience or other relevant experience
- completed additional university level coursework in the following areas
 - students with special needs
 - assessment/testing theory and practice (capable of administering Level B tests)
 - strategies in adapting and modifying curriculum

Role of the Coordinator:

- models Biblical values, conduct, and lifestyle
- supervises and evaluates the Educational Assistants (EA's)
- has regular communication with all staff regarding ESS students
- develops and completes documents (i.e., IEP's, LSP's, Annual Instructional Plans, Behaviour Support Plans, Safety Plans) with the student's team
- plans learning activities
- collaborates and determines appropriate modifications and adaptations in line with IEP goals
- identifies and advocates for the appropriate instructional learning resources
- reviews and reinforces learning activities for concept and skill development
- instructs, supervises, and facilitates student learning
- collaborates to develop individualized positive behavioural programs
- defines the use of specific techniques, strategies, and appropriate language, as required in individual situations
- ensures assessment and learner profiles are current
- convenes/attends meetings of the student's team
- evaluates progress of student according to goals of IEP
- reports to parents - both informal, ongoing, and formal, written reports
- maintains school records for students on the ESS caseload
- shares relevant student-related information on behaviour, social, emotional, and physical health subject to privacy regulations
- maintains confidentiality
- supports occupational therapists and physiotherapists, speech- language pathologists, vision and hearing-impaired specialists, and nurses in the delivery of required services
- manages the transition of students into high school
- manages the Special Education and Learning Assistance budgets

The Educational Assistant

At Delta Christian School, an EA works under the general direction of the ESS Coordinator and the classroom teacher, and under the supervision of the principal/vice-principal. An EA may work in the regular classroom or in a pull-out environment. An EA must possess sufficient skills, training, and school-based experience in order to best assist students who need academic and/or behavioural and/or medical support.

There may be circumstances that arise when an EA must be absent from work but an on-call EA cannot be brought in, resulting in DCS being unable to provide adequate support for a special education student(s). In this instance, a special education student(s) may be required to not attend school, and the parents/guardians will be notified as soon as possible.

An EA will be assigned to a student for one to three years. The length of assignment should not be more than three years in order that both student and EA can have the opportunity to grow and experience new challenges.

An EA is expected to:

- model Biblical values, conduct, and lifestyle
- create a safe and supportive learning environment
- maintain the confidentiality of sensitive information
- interact in a professional manner with students, parents/guardians, and co-workers
- assist in developing and implementing all student plans (i.e., IEP, BIP, LSP, AIP, and Safety Plans)
- know the IEP goals, and directly support the student in working towards those goals
- keep anecdotal records, work samples, etc. to document student progress and contribute to student evaluation
- collect student learning and behavioural data
- keep records of daily activities when they differ from those of the typical student
- regularly consult with coordinators and teachers to plan and implement activities
- provide support to students in the classroom or designated support rooms
- monitor class/students when teacher is out of the room
- adapt environment, activities, and materials as needed for student success
- implement therapy programs (e.g., occupational, physio, speech-language)
- provide personal care and/or implement physical safety measures, as required
- communicate information to relevant staff regarding student specific program needs (e.g., safety, health, academic, emotional and social needs)
- use computers and specialized equipment to provide support and instruction
- communicate with parents according to procedures established in the IEP
- participate in ESS team meetings
- participate in ongoing professional development training
- perform clerical or other duties (e.g., outside supervision) as assigned



Positive Behaviour Support Plan

Student:	Date:
Teacher:	ESS Coordinator:
Diagnoses and how these impact behaviour:	
Strengths & preferences:	

Setting Events: Prior/setting events that predict the student will have more difficulty in a day (e.g. lack of sleep, hunger/thirst, disrupted morning routine, absence of person, illness, allergies, pain, uncomfortable clothing, medication, negative interactions with family before school).

(A) Antecedents (Immediate Triggers) Actions/events that often occur before problem behaviours e.g. verbal overload, non-preferred task demand, inflexible demands, unfulfilled expectations, unstructured social situation, change of routine, object removed, being corrected, hearing no", "stop".	(B) Behaviour What does the student do? What does it look like? How often, how long and when? How serious/dangerous/disruptive is it?	(C) Consequences What happens just after these inappropriate behaviours that might be reinforcing/rewarding this behaviour? e.g. given attention/help, ignored/left alone, removed from situation, given something	Perceived Function What does the student "get" – activity, person, help, object, attention, sensory stimulation? OR What does the student "escape" or "avoid" – activity, food, person, place, demand, request, attention, transition?	Replacement Behaviour What appropriate behaviour can the student do to get what they need? e.g. ask for help, ask for break, initiate an interaction

Desired behaviour when presented with Antecedent What would you like the student to do? e.g. get to work w/o protest, accept change or disappointment calmly.	Consequences for desired behaviour What would happen if they did the desired behaviour? e.g. praise, extra free time, high 5.

Signs of anxiety/frustration e.g. becomes loud/quiet, body tenses up, short gruff responses, increase in repetitive/obsessive/compulsive behaviours, crying, shut down, head on table.
STRATEGIES: select strategies that will make problem behaviours irrelevant, ineffective, inefficient
Setting event strategies Immediate actions to prevent escalation e.g. warning before transitions, allow processing time, breaks, monitor tone of voice, self-calming techniques, review behavioural strategies and expectations in advance, offer choices, use non-verbals, home/school communication log.
Prevention Strategies Implement preventative practices such as reducing anxiety, remind of the “why”, offer breaks, personal support, changes in expectations, Plan B activities for difficult days, adapt resources/activities, preload expectations, check-ins, Social Stories, increase supervision.
Teaching Strategies Teach replacement behaviours such as asking for help, requesting a break, using calm down routine, using 5-point scale, use natural if/then technique, practice skills in a safe context, role play.
Consequence Strategies Respond to problem behaviours in ways that will <u>not</u> maintain the behaviour, such as positive redirection. Positive reinforcement of replacement behaviour such as high 5, nice note home, token reward system.



Safety Plan

Date: _____
 Name: _____
 DOB: _____
 Grade: _____
 Safety Plan review date (no more than 4 weeks after implementation): _____

Objective: To ensure that all staff working with ____ are aware of responses and safety procedures in place to maintain a safe, productive learning environment for __, other students and staff.

Rationale (why do we need a plan?):

Student Background

Safety Issues

Known Triggers

A. Proactive Strategies

Ecological changes

Positive Programming

Focused Support

B. Reactive Strategies – Crisis Response Plan

Designated staff will implement the following crisis management plan when necessary.

Precursor behaviours (what you see) → →	→ Staff responses (what you do)
Anxiety (Noticeable increase or change in)	Be Supportive (empathetic, non-judgemental response)
Defensive: (cues that this student is beginning to lose the ability to think or process information)	Be Directive: (set clear, enforceable limits)
Acting Out (risk to self or others)	Crisis Intervention Plan (injury prevention)
Tension Reduction (cues that student is calm)	Therapeutic rapport (re-establish rapport – do not incriminate)

1) Response progression

- A. Keep a safe distance
- B. Clear the area
- C. Call for support
- D. Assign one person to direct actions of intervening adults

E. Use physical restraint strategies as a last resort. Only a trained person to do so and when there is danger to self or others.

2. Criteria for calling home:

3. Emergency contact procedures:

C. In the Event of an Incident

1. Post incident debriefing (all involved employees and parents are included)
2. Reintegration Plan

D. Maintenance Plan

E. Stakeholder Signatures

Principal -	Date
Parent	Date
Classroom teacher(s)	Date
ESS Coordinator-	Date
Educational Assistant -	Date

Date of termination of this plan: _____

Reason for termination:

Signature: _____



Annual Instructional Plan - English Language Learner

Primary

Name	Date	Birth Date	Gender	PEN	Grade
First Language:			Date of arrival in Canada:		
Case manager:			Classroom teacher:		

Additional student information:
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	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Oral Language	Student can understand and respond to simple statements and questions in familiar situations.	Student can participate in a conversation on everyday topics using simple structures.	Student can participate in a conversation about familiar topics and some academic content.	Student can participate in conversation with some opinions and details on a range of academic topics.	Student can speak fluently and accurately on a wide range of academic topics.
Reading	Student can begin to recognize some letters, sounds, and words, and begin to make meaning of text.	Student can begin to use strategies to read and understand simple words and make personal connections to text.	Student can use some strategies to decode unfamiliar words and make basic connections to the world from text.	Student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	Student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Writing	Student can use or copy a string of letters and simple words to communicate	Student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	Student can use simple vocabulary with some descriptive words to create simple sentences.	Student can use a range of vocabulary and some connections to communicate personal ideas.	Student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with some detail.
Overall English Level is					

ASSESSMENT INFORMATION
<p>PPVT-4</p> <p>READING Jerry Johns' Basic Reading Inventory-8th edition: oral reading grade equivalent: comprehension grade equivalent:</p> <p>Dolch sight words:</p> <p>Phonemic Awareness/Phonics:</p> <p>WRITING</p> <p>ORAL LANGUAGE</p> <p>MATH</p>

LANGUAGE & LITERACY GOAL: will improve English language skills.		
Objectives	Strategies & resources	Assessment/evaluation
<p>will:</p> <ul style="list-style-type: none"> - be immersed in English at DCS - increase his/her expressive and receptive English language vocabulary - will be able to comprehend grade ____ level written passages, 70% accuracy by ____ - write 	<p>Learning assistance</p> <ul style="list-style-type: none"> - 2X/wk, small group - focus on English vocabulary and comprehension development, and written composition skills <p>Classroom teacher will:</p> <ul style="list-style-type: none"> - check for understanding - provide visual support for concepts - write key words on white board - assign partnered activities - re-phrase idioms - ensure meaning of spelling words is taught and reviewed - shared EA support 	<ul style="list-style-type: none"> - regular end of term reporting by the classroom teacher, - assessment by the learning assistance teacher



Educational Support Services Referral

Name: _____	Grade: _____
Referring teacher: _____	Date: _____

REASON for REFERRAL (highlight each)

- academic concerns • behavioural difficulties • attentional difficulties • cognitive concerns
- social/emotional • motor skills

OBSERVATIONS and ASSESSMENTS (gathered and ready for review)

- student work samples collected
- observations of student at work
- observations of student at play
- medical information ___ hearing ___ vision ___ general health ___ other

Academic performance (√)	below grade level	at grade level	above grade level
oral reading skills			
reading comprehension			
math reasoning			
math computation			
spelling and punctuation			
writing organization			
language skills			
other:			

Possible factors in student's low achievement (√)	
organization	
time management	
memory	
listening skills	
stress/worry	
language skills	
social conflict	
other:	

list **STUDENT STRENGTHS**

SOCIAL - EMOTIONAL

self concept: *weak* 1 2 3 4 5 *strong*
social skills: *lacks friends* 1 2 3 4 5 *outgoing*
work habits: *dependent* 1 2 3 4 5 *independent*
 gives up 1 2 3 4 5 *perseveres*
behaviour: *defiant* 1 2 3 4 5 *cooperative*
 aggressive 1 2 3 4 5 *passive*
 distracted 1 2 3 4 5 *attentive*

Further information:

Would this child benefit from counselling? Yes No

Reasons:

TIER ONE INTERVENTIONS ATTEMPTED	RESULTS
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list CONTACTS MADE with PARENTS to date, regarding concerns
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APPENDIX E

Consent for Educational Support Services

Date _____
 Dear Parent/Guardian of _____

You are receiving this consent form because either the *School-Based Team (SBT) has recently met to review the referral made for your child **OR** your child is already a student supported by the ESS department. The X's in the left column of the table below indicate the services that are recommended now or that may be possible later this school year. The staff member(s) directly involved with your child's programming will be in communication with service providers during the school year. Please check *yes* or *no* in the appropriate columns on the right, and initial each.

X or n/a	Service	YES, I consent	NO, I do not consent	Initials
	ESS case management.			
	Skills assessment by an ESS teacher.			
	Direct instruction/intervention by an ESS teacher or by an EA under teacher direction.			
	Exemption from French class			
	Teacher of the Deaf and Hard of Hearing			
	**Behaviour Consultant			
	**Occupational Therapist			
	**Speech-language Therapist			
	**Counsellor			

Name: _____ Date: _____

Signature: _____

*The School-Based Team (SBT) is "an ongoing team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with special needs within the school" (Special Education Services: A Manual of Policies, Procedures and Guidelines - 2016). The SBT typically includes the principal or assistant principal, ESS teachers, and the student's classroom teacher. It may also include outside specialists who are contracted by DCS.

** indicates that the service requires a separate additional consent form



Individual Education Plan

Student Details		
Name:	PEN:	IEP Date:
Date of Birth:	Ministry Designation:	
Grade:	Gender:	Case Manager: Ann Burgoyne

Student Support Team		
Name	Role	Attended IEP meeting
Ann Burgoyne	Learning Assistance Teacher	
Bryan Young	Principal	
	Classroom Teacher	
	Educational Assistant	
	Parent	
	Parent	

Assessments and Reports		
Date	Type	Evaluator

Assessment Summary

Personal Profile	
My Interests:	Evidence:
My Learning Profile:	Evidence:
What you need to know about me:	Evidence:

✓

My Learning Profile			
	Personal <i>What I am able to do on my own</i>	Social <i>What I am able to do with others</i>	Intellectual <i>How I think</i>
Strengths			
Stretches			
My Focus Areas This Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>These learning domains can inform the IEP development in these core competency areas</i>	Core Competency Connections		
	PS Positive Personal & Cultural Identity	C Communication	T Creative Thinking
	PS Personal Awareness & Responsibility	PS Social Responsibility	T Critical Thinking

Supports and Adaptations	
Essential Supports	Universal Classroom
Other Plans	
n/a	

Core Competency-Based Goals	
Core Competency:	
Goal:	
Objective #1:	Instructional Strategies:
Objective #2:	Instructional Strategies:
Method of evaluation:	

Curricular Competency-Based Goals	
Area of Learning:	Teacher/Support Staff:
Big Idea:	
Learning Standard:	
Objective #1:	Instructional Strategies:
Objective #2:	Instructional Strategies:
Objective #3:	Instructional Strategies:
Method of evaluation:	

Additional Comments



Learning Support Plan

A learning support plan is an informal document prepared for a student who does not require an IEP, but who can benefit from certain adaptations, teaching strategies, and resources.

Student Details		
Name:		Date:
Birthdate:	Grade:	Case Manager:
Teacher:		EA:

Student Information

Strengths	Stretches

Action Plan	
Description of concern	Strategies to try
Description of concern	Strategies to try
Description of concern	Strategies to try



Preschool Student Evaluation

APPENDIX H

INSTRUCTIONS TO PARENTS:

Dear parent/guardian: please complete the information requested in the spaces directly below and give this form with the pre-addressed envelope to your child's current preschool or daycare. This form is confidential and must be sent by the preschool to Delta Christian School. Please read the following statement and sign the form. ***I acknowledge that I waive my right to read this confidential evaluation.***

Parent/Guardian Name

Parent/Guardian Signature

Child's Name

Date

Preschool/Daycare Name

Teacher's Name

Preschool/Daycare Address

Frequency of attendance (days per week/hours per day)

INSTRUCTIONS TO PRESCHOOL/DAYCARE TEACHERS:

Dear Teacher: Delta Christian School (DCS) is a faith-based Independent School for students in Kindergarten to Grade Seven. Your completion of this evaluation is extremely helpful. It is important to all of us that this child's next school placement be an appropriate one for both the student and the family. Your observations on academic readiness and social-emotional development are important to us. Please know that the professional comments you share are **STRICTLY CONFIDENTIAL**, and do not become a part of a student's permanent record. We thank you in advance for the help your comments will provide.

TEACHER'S EVALUATION:

How long have you known this child? _____

Social & Emotional Development:	Mature	Age Appropriate	Developing	Immature
Listens to the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperates with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates appropriately to peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates appropriately to adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjusts to changes in routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions between activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tolerates frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separates from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares toys, materials and possessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functions independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide additional comments on the above: _____

Physical Development:	Mature	Age Appropriate	Developing	Immature
Fine motor control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gross motor control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toilets independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages clothing independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide additional comments on the above: _____

Cognitive Development:	Mature	Age Appropriate	Developing	Immature
Expresses ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronounces words clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustains attention in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grasps concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recalls details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an interest in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays appropriately with toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows two and three step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide additional comments on the above: _____

Please check the corresponding box for services and supports in which the child has received either currently or in the past:

Additional Services and Supports:	Yes	No	Referred	Current	Past
Infant Development Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported Child Development (SCD) Consultant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support Worker at Preschool/Daycare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Therapist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech-Language Pathologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physiotherapist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour Consultant/Behaviour Analyst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How would you describe this child: _____

Check here if you would like us to call you for further information about this applicant.



Transition Planning Notes *(date)*

Student:	Current grade is	Classroom teacher:
-----------------	-------------------------	---------------------------

STRENGTHS at SCHOOL

AREAS of CONCERN (highlight) • academic • behavioural • attentional • cognitive concerns • social-emotional

Academic performance (X or shade)	below grade level	at grade level	above grade level	Possible factors in student's low achievement (X)	
oral reading skills				organization	
reading comprehension				time management	
math reasoning				memory	
math computation				listening skills	
spelling and punctuation				stress/anxiety	
writing organization				language skills	
language skills				other:	
other:					

WHAT WORKED WELL THIS YEAR	WHAT DID <u>NOT</u> WORK WELL THIS YEAR
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RECOMMENDATIONS FOR NEXT YEAR (include adaptations)

CLASSROOM ENVIRONMENT
AIDE TIME REQUIREMENTS
ACADEMICS
BEHAVIOURAL
SOCIAL-EMOTIONAL
OTHER